**Understanding by Design**

**Unit Design**

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| **Stage 1- Big Ideas Reinforce across all lessons**  **(See Aim and Essential question in the curriculum maps)** | What are the essential understandings for the entire unit?  **Aim:**   * Viewing – Identify purposes of visual media (persuade). (ICC) * Viewing – Analyze elements and effects of visual media. (ICC) * Viewing – Evaluate the effectiveness of visual media in presenting information and viewpoints. (ICC) * Speaking – Use appropriate content and conventions for purpose, audience, occasion, and context. (ICC) * Speaking – Demonstrate control of delivery skills. (ICC) * Speaking – Recognize the role of evaluation in oral communication. (ICC)   **Essential Questions: (Essential questions are overarching and enduring. They should spark curiosity for continuous inquiry)**   * How do effective communicators persuade others to change their thinking? * What are the elements of an effective persuasive presentation? * Why do advertisers use certain techniques to sell their products? * Why is it important to understand the weaknesses of my point of view? |
| **Stage 2- Content, Skills Assessments**  **(See curriculum maps)** | How will I organize the understandings into chunks of content?  1). Identify types of commercials.  2). Identify persuasive techniques.  3). Analyze use of persuasion.  4). Evaluate persuasive effectiveness.  5). Create commercials using persuasive techniques.  6). Research both viewpoints of a controversial topic.  7). Use persuasive techniques to compete in a debate forum.  8). Evaluate self and peers for use of effective persuasive methods. |
| **Stage 3- Learning Experiences**  **(See lesson plan)** | How will I hook students and engage their interest?  This is naturally engaging material since most students love to watch TV. They are also interested in “catching” advertisers employing the techniques we’ve discussed. |

**EDI Lesson Design Framework**

**Culminating Objective:**

Students will create a commercial for a fictional product that demonstrates the four elements of persuasion.

**Enabling Objectives:**

1. Identify the four elements of persuasion.
2. Analyze how TV/internet commercials use the persuasive elements to create effective presentations.

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| ***EDI components*** | **How is it done?** | **CFU/Assessment strategies** |
| *Preview /Review* | Review: Random CFU using types of commercials sheet  Teacher describes a commercial; students identify which type it is.  Preview:  Think about a commercial you saw recently or when you were younger. Was there a commercial that convinced you or a family member that they just HAD to have a certain product? (Teacher shares one example, students may share with whole group.) | Sampling |
| *Learning Objectives* | Point out the enabling objectives on the board and say, “Today, we will discover the basic formula that advertisers use to persuade consumers to buy or try a product. Eventually, we will use this formula to not only create our own commercials, but to become more savvy consumers as we determine where truth and emotional appeal cross. This will also be helpful to us as we move into using persuasion for our class debates.” |  |
| *Explain/Model/Demonstrate* | 1. Introduce the four elements of persuasion (attract attention, arouse interest, create desire, call for action) through “Advertising Fundamentals” sheet. 2. Watch commercial from YouTube. 3. Model viewing skills by thinking aloud: does the commercial demonstrate the four areas of persuasion? Teacher fills in chart. | Teacher chart |
| *Guided Practice* | 1. Students will view a different commercial and determine if/how the advertisement fulfilled the four areas of persuasion. 2. Students share answers with a partner. 3. Elicit a few ideas from students as a CFU. | Pair share  Sampling |
| *Individual practice* | 1. Students will view a third commercial and independently determine how the four elements of persuasion are used. 2. Homework is to examine one commercial for the same elements. | Student Chart |
| *Closure* | Exit Slip: Student will identify the key words and concepts they learned today. | Exit slip |
| *Next step: Students will watch several commercials to compare/contrast the persuasive techniques. They will evaluate which commercial was more effective based on the elements of persuasion.*  *What have I learned from the evidence of my students’ learning?*  *What adjustments will I make in the future lessons?* | | |